

Action Component: Thoughtful Classroom

Green River Regional Educational Cooperative

Date September, 2005

Instructional Leader(s) _____

Priority Needs

- 2005 CATS data report GRREC member schools averaging an ***academic index score near 80***. Students continue to bulk up within the ***novice high to apprentice high range***. (Little movement has been noted in past biennium.)
- Scholastic Audits, Reviews and Guided Self Studies show a ***lack of a variety of research-based strategies*** being used in the classroom and ***a lack of leadership programs for teachers***.

Thoughtful Goals

- A. High levels of learning for all students.
 - B. Quality instruction in every classroom.
 - C. Skillful leadership throughout the district
- To support administrator, teacher and student learning in order to increase the number of students meeting or exceeding state standards by 20% by 2007.

Causes and Contributing Factors

Based on teacher surveys, review of units of study and review of district and school improvement plans:

- teachers have limited understanding of research based strategies and tools for engaging students in active, in-depth learning;
- teachers have limited opportunities for reflective dialogue and professional conversation with colleagues;
- classroom instruction does not address the needs of diverse learning styles and multiple intelligences;
- units of study are aligned to standards but fall short of alignment with research based strategies and students' diversity; and
- professional development is not job embedded.

Measurable Objectives

A1. Teachers shall gain an understanding of research based strategies and tools for engaging students in active, in-depth learning as evidenced by professional dialogue around student work, teacher rounds, and lesson plans.

B1. Teachers shall design rigorous instruction so as to address the hidden skills, students' diversity, research-based strategies, and state standards as evidenced by Thoughtful Units of Study.

B2. Instruction shall align standards, students' diversity, and research based strategies and tools as evidenced by lesson plans, teacher observations, learning walks, and teacher reflections.

C1. Collaborative teams shall work together for the purpose of improving teaching and learning as evidenced by Learning Team Logs, reflective journals, anecdotal records/notes, professional growth plans, self-assessments, and observations of professional conversations.

Thoughtful Classroom Project Strategies and Activities

Strategy/Activity	Expected Impact	Responsible Member	Start Date	End Date	Was the strategy successful? Why? Why not?	Impact
Year One 1. Administrators shall attend four six-hour leadership sessions in The Thoughtful Administrator.	Principals shall gain an understanding in roles, responsibilities and an overview of the program.	Harvey Silver Richard Strong GRREC	September 2005	May 2006		
2. Teachers shall receive eight days of training in Thoughtful Classroom with a focus on the following strategies: Vocabulary's CODE Reading for Meaning	Teachers shall plan lessons using Vocabulary's CODE and Reading for Meaning in their classroom.	Silver Strong & Associates Lead Teacher	September 2005	May 2006		
3. Instructional Learning Teams shall meet regularly for the purpose of professional dialogue, sharing information on Thoughtful Education, and learning Vocabulary's CODE and the Reading for Meaning Strategy.	Teachers shall teach ten others within their building the strategies and tools of Thoughtful Education.	ILT Leadership	January 2006	May 2006		

Thoughtful Classroom Project Strategies and Activities

Strategy/Activity	Expected Impact	Responsible Member	Start Date	End Date	Was the strategy successful? Why? Why not?	Impact
4. Regional Coaching Visits (12 days) shall be provided for the purpose of establishing a network with other schools, designing a plan for implementation, and learning from others involved in the project.	School leadership team members and administrators shall have meaningful dialogue regarding the process of establishing Thoughtful Classrooms through Learning Teams.	Joyce Jackson Jamie Spugnardi	January 2006	May 2006		
5. Schools shall be provided ten sets of materials for Learning Teams which include: Tools for Active In-Depth Learning Vocabulary Folders Reading for Meaning Folders Thoughtful Classroom Binder & training materials.	Teachers will use the materials as resources for planning thoughtful lessons, sharing new learning with colleagues; guiding learning team meetings; and instruction will reflect higher levels of student engagement through the use of tools and strategies.	ILT members	January 2006	May 2006		

Thoughtful Classroom Project Activities and Strategies

Strategy/Activity	Expected Impact	Responsible Member	Start Date	End Date	Was the strategy successful? Why? Why not?	Impact
6. Learning Team Members shall implement strategies from Vocabulary's CODE and from the tools book, share work samples and reflect with learning teams about learning	A greater variety of teaching tools and strategies shall be observed in classrooms with a higher level of student engagement.	Instructional Learning Teams	January 2006	May 2006		
7. Instructional Learning Teams shall develop a plan of action with timelines, activities, expected impact, and monitor growth of the work throughout the 2006 school year.	Learning Teams shall have a focus to guide their work and a means of monitoring progress.	Instructional Leader	February 2006	May 2006		
8. District liaisons and administrators from the district shall regularly monitor growth and progress of the learning teams through routine visits, discussions, learning walks, and observations.	Regular assessment and feedback will be given to guide the professional growth of teachers involved in the project.	Administrator Central Office Personnel	February 2006	May 2006		

Thoughtful Classroom Project Activities and Strategies

Activities/Strategies	Expected Impact	Personal Responsible	Date Started	Date Ended	Was the strategy successful? Why? Why not?	Impact
9. District leads shall meet with GRREC and Silver Strong representative to assess progress, plan next steps, and evaluate the growth of the work.	Monitor and assessment of the work so as to determine next steps.	GRREC Regional Leads PD Coordinators	April 2006	April 2006		
10. Districts shall design a plan for the integration of Thoughtful Education into New Teacher Induction during the summer of 2006.	Teachers new to the district shall become aware of Thoughtful Education Project and begin implementation into the FY 2006 school year.	GRREC Silver Strong	May 2006	May 2006		
11. Schools shall receive 30 sets of materials: tools, folders, Thoughtful Classroom Binders for their faculty.	Awareness level of what the work of Thoughtful Classroom is about by the entire staff.	ILT lead	May 2006	August 2006		
12. Teacher leaders shall deliver professional development on The Thoughtful Classroom Project (2 days suggested).	Teachers will explore and process the work.	Administrator ILT lead	Summer 2006			

Thoughtful Classroom Project Activities and Strategies

Activities/Strategies	Expected Impact	Person Responsible	Start Date	End Date	Did the strategy work? Why? Why not?	Impact
Year Two 13. Districts shall design a plan for training new teachers in Thoughtful Education during New Teacher Induction; mentoring teachers shall work with new teachers in the district to support the development of strategies and tools of Thoughtful Education.	Teachers will acquire strategies and tools to integrate into instructional practice. Improved teaching and learning.	District Professional Development Coordinator	September 2006	August 2007		
14. Learning Teams within the school shall be established for the 2005-2007 school years.	Teachers will have a support team who will assist collegial growth.	Principals of Schools	September 2006	May 2007		
15. Instructional Learning Team Leads shall receive 8 days of professional development focusing on research based strategies and tools.	Instructional Learning Team Leads will have new strategies and tools to share in schools.	GRREC Silver, Strong & Associates	September 2006	May 2007		
16. Administrators shall receive 2 days of training in Thoughtful Education related to the Thoughtful Administrator (Note: Administrators may also want to attend the 8 days of teacher training).	Administrative teams will network, learn from others, and explore ways of supporting teachers.	Silver Strong & Associates GRREC	September 2006	May 2007		

Thoughtful Classroom Project Activities and Strategies

Activities/Strategies	Expected Impact	Person Responsible	Start Date	End Date	Did the strategy work? Why? Why not?	Impact
17. Regional Coaching visits shall be provided (12 days) for the purpose of continuing a networking structure, learning from other schools, conduct learning walks, and learn about teacher rounds.	Improved confidence in the use of strategies and tools and higher levels of thinking from students.	Joyce Jackson Jamie Spugnardi	August 2006	May 2007		
18. School principals and teacher leaders design and implement a plan for delivering and sharing new strategies and tools from Thoughtful Education training with each learning team within the building. (school schedules, team organization, and/or professional development credit may be considered)	Teacher competency in the use of strategies and tools increases.	School Principals	August 2006	May 2007		
19. Learning Teams (school-wide, groups of 5-6) work together to implement and develop lessons using the strategies and tools.	Improved teaching and higher levels of thinking in classrooms.	Learning Teams	August 2006	May 2007		

Thoughtful Classroom Project Activities and Strategies

Activity/Strategy	Expected Impact	Person Responsible	Start Date	End Date	Did the strategy work? Why? Why not?	Impact
20. Learning Teams shall begin the process of using Learning Walks as a routine mode of analyzing professional growth and school improvement.	Schools will self assess growth and monitor progress in order to make informed decisions about teaching and learning.	Instructional Learning Teams	August 2006	May 2007		
Year Three 21. Initial Learning Teams are introduced to the process of Teacher Rounds as a mode of learning together and providing follow up to professional development activities.	Teachers will become proficient in the development of Lessons using varied strategies and tools. Teachers will become reflective in classroom practices and individual professional growth. Rigorous instruction will be observed in classrooms. Improved confidence in the use of strategies and tools and higher levels of thinking from students.	Silver Strong & Associates GRREC Representatives District Liaisons Joyce Jackson Jamie Spugnardi	September 2007	May 2008		

Thoughtful Classroom Project Activities and Strategies

Activity/Strategy	Expected Impact	Person Responsible	Date Started	Date Ended	Was the strategy successful? Why? Why not?	Impact
22. Instructional Learning Team Leads shall receive 4 days of professional development focusing on incorporating strategies learned in years one and two into unit design and assessment tasks.	Instructional Learning Team Leads will have new strategies and tools to share in schools.	GRREC Silver, Strong & Associates	September 2007	May 2008		
23. Administrators shall receive 2 days of training in Thoughtful Education related to the Thoughtful Administrator (Note: Administrators may also want to attend the 8 days of teacher training).	Administrative teams will network, learn from others, and explore ways of supporting teachers.	Silver Strong & Associates GRREC	September 2007	May 2008		
24. Regional Coaching visits shall be provided (12 days) for the purpose of continuing a networking structure, learning from other schools, conduct learning walks, and teacher rounds.	Improved confidence in the use of strategies and tools and higher levels of thinking from students.	Joyce Jackson Jamie Spugnardi	September 2007	May 2008		